**Goals and Rationale**:

The purposes of this project are to activate your conversational skills in a self designed setting, and to demonstrate your creativity in group work and online sharing. You are encouraged to maximize your imagination to create a skit based on the topic – Dining in a Chinese restaurant. Your final product includes both live performance and an online poster on Glogster. While you create your own skit, you should draw on your knowledge on the lessons that you have learned from the Integrated Chinese textbook, class notes, and handouts. It is necessary to look up certain new words or expressions, but you shouldn’t use online translation programs for this project. As you complete this project, you will gain content knowledge of the subject and experience in:

1. Creating situational skit dialogues to reflect your knowledge about Chinese language and Chinese culture.
2. Simulating dining scenes in a Chinese restaurant.
3. Understanding and comparing the differences in dining customs between American and Chinese peoples.
4. Creating multimedia presentation on Glogster to recapture the working process of your skit production.
5. Learning from each other through your classmate’s live performance and shared Glogster posters.
6. Working dynamically and effectively with your partners.

**Target Students & Work Structure:**

Chinese III (2011-2012), Group work

**Project Format**:

Wikis and Glogster are the two major websites that you will use for this project. In addition, a few other multimedia tools will be needed for your final productions.

1. Wikis for online grouping and collaborative skit writing;
   * 1. Google Docs for creating a shared link for your skit script
2. Glogster for hosting all the elements that are involved in creating the skit; in addition,
   * 1. Movie Maker (PC users) or iMovie (Mac users) for creating videos
     2. Youtube for uploading your video to embed or link
     3. Audacity for creating an audio file

**Time Table**: The entire project is divided into 4 phases, will last about six weeks: (Mark the important dates on your agenda book.)

* Preparation: sign up for a group, study rubrics, brainstorm the skit ideas, tasks distribution
* Production: create skit writing, practice, create a skit video, create a Glogster poster
* Presentation: live performance and Glogster poster review
* Personal Reflection.

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| --- | --- | --- |
| Timeline | Tasks | Notes |
| W1 9/21/2011 (Wed) | Students form groups of 3 or 4 | On Wikis in the lab |
| W1 9/22/2011 (Thur) | Receive skit rubrics hard copy | Available online as well |
| W2 9/28/2011 (Wed) | Groups brainstorm skit plots on the Writing Pad,  start to draft the skit | On the Wikis in the lab |
| W3 10/7/2011 (Fri) | Skit draft is due on Wikis | For teacher to review |
| W4 10/12/2011 (Wed) | Review teacher’s comments on the skit script;  make correction;  Groups start Glogster poster | On the Wikis & Glogster in the lab |
| W5 10/19/2011 (Wed) | Groups finalize the Glogster poster, workout bugs, etc. | Poster is due online by midnight |
| W5 10/20-21/2011  (Thur.- Fri.) | Skit live performance | During class |
| W6 10/24-26/2011  (Mon.-Wed.) | Glogster Review | During class |
| W6 10/30/2011 (Sun) | Complete a project reflection | One full page, submit online |

You and your team will have a few classes to work on this project in the early planning phase.But you should never depend on having class time to work on this project. The majority work and practice are expected to be completed outside the class during resource time, study hall, lunch time, after school, or weekends. Please work diligently with your team members, follow each deadline closely,and communicate with your teacher in a timely manner whenever you encounter any problems. As usual, please feel free to seek stimulated ideas, tech support through the online forum discussions.

**Evaluation:**

The total points for this project are 120 points. (See rubrics for details)

* Skit script writing – 40 points
* Skit live performance – 40 points
* Glogster poster about your skit – 40 points

Please remember, each of you will be evaluated individually based on your input, quality of work and your group’s entire performance.

**Rubrics for the skit script: (total 40 points)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Items | | 8 | | 6-7 | | 4-5 | | 2-3 | | 1 | | Your score | |
| Developing & Sequencing of the story | | Well developed; many details; holds audience’s interest; strong beginning, middle, and end. | | Adequately developed; includes all required story elements; has beginning, middle, and end. | | Partially developed; missing a few required story elements; beginning, middle, and end may be unclear. | | Minimally developed; missing many required story elements; hard to follow. | | Unsatisfactory development; inadequate amount of material; no sequencing. | |  | |
| Language Structure | | Employs complex structures and speech; demonstrates a sophistication beyond which has been studied. | | Employs consistent and accurate use of structures; may contain a few minor errors that don’t interfere with the communication. | | Generally uses correct structures with some errors. | | Shows many errors in use of structure; or lacks of self constructed sentences. | | Has no apparent understanding of structures. | |  | |
| Vocabulary | | Is used accurately with creative variety; reveals breadth of knowledge | | Is appropriate | | Is simple with some inappropriate use | | Is limited or incorrect; speaker may create a target language from the first language | | Is very poor or inaccurate for topic; first language word may be used. | |  | |
| Typing Errors | | Free from the spelling of English and pinyin, or Chinese characters | | Occurred once in the spelling of English or pinyin, or Chinese characters. | | Occurred twice in the spelling of English or pinyin, or Chinese characters. | | Occurred three times in the spelling of English or pinyin, or Chinese characters. | | Occurred more than three times in the spelling of English or pinyin, or Chinese characters. | |  | |
| Participation & contribution | | Team log shows that you have actively participated in this project: your ideas have shaped up the skit; Your team members are pleased with your collaboration and leadership. | | Team log shows that your ideas were adequate and important. You have taken part in at least two of your team tasks | | Team log shows that you have participated in this project with some amount of work. You have taken part in at least one of your team tasks. | | Team log shows that you have participated in this project with limited amount of work. | | Team log shows that you have not participated in the team work. Your partners have complained the difficulties of working with you. | |  | |
| Time duration | is within the range of 3-4 minutes (0 minus) | |  | |  | | is more than 5 minutes or less than 3 minutes (minus 1 points) | | is less than 2 minutes (minus 2 points) | |  | |

**Rubrics for Live Performance: (total 20 X 2 = 40 points)**

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| --- | --- | --- | --- | --- | --- |
| Items | 4 | 3 | 2 | 1 | Your Score |
| Cultural understanding; Expression and Gesture | Showed great appreciation and understanding on Chinese culture. Conversation appeared natural and imitates the gestures of real life. | Showed some appreciation and understanding on Chinese culture. Conversation appeared mostly natural. | Used little changes in vocal qualities or vocal animation to enhance the meaning of the lines.  Conversation appeared forced or unnatural. | Voice appeared flat as if “rote reading”.  Arm, hand and facial movements seemed random and unrelated to the meaning of the lines.  There is no sense of conversation or real life. |  |
| Input of lines & acting | Input of lines and acting played the key role in the performance. | Input in both acting and speaking lines was adequate. | Input in either acting or speaking lines was helpful but not adequate. | Input in both acting and speaking lines was limited to minimum. |  |
| Voice, Pronunciation& Intonation | Voice was easily heard in all parts of the room.  Loud volume seems natural without yelling; mostly correct with only minor flaws in pronunciation & intonation | Voice was easily heard in all parts of the room, but  pronunciation was influenced by speaker’s native tongue | Voice was easily heard only a few feet from the speaker; showed strong influence from speaker’s native tongue | Voice was easily heard only if standing next to the speaker; was dominated by speaker’s native tongue |  |
| Memorization on lines | Memorized all lines without struggling. | Memorized all lines but with obvious hesitation and/or struggling for 2-3 times | Had to use some visual aids or aids from partners in order to move on to the next lines | Heavily depended on the notes in hand in order to carry on the conversation |  |
| Stage Presence | Appeared very comfortable performing in front of the audience. Kept body positioned to share facial gestures and expressions with the audience.  Seemed aware of the audience and sensitive to their responses, yet still clearly engrossed in the imaginary world of the scene. | Appeared comfortable performing in front of the audience. Enjoyable to watch with reactions appropriate to the scene.  Kept body positioned to share facial gestures and expressions with the audience. | Often appeared uncomfortable performing in front of the audience.  Clearly tense yet tries hard to continue with the scene.  Forgot to keep body positioned to share facial gestures and expressions with the audience. | Obviously uncomfortable performing in front of the audience.  Shared few or no facial gestures and expression with the audience (head down, back to the audience, etc.) |  |

**Rubrics for Online Poster** On [www.edu.glogster.com](http://www.edu.glogster.com) **Poster makers w/ username: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| Poster on Glogster | Excellent | Average | Poor | Your score |
| Overview of Topic  Uniqueness,  relevancy,  availability | Explanation of the skit (in audio) is unique, relevant, concise and informative. The file name was saved as requested – “Skit – Dining” (5 pts) | Explanation of skit (in audio) is minimal and incomplete; or the file name was not saved as requested. (3-4 pts) | Explanation of skit (in audio) is inadequate, confusing, and uninformative; or the file name wasn’t saved as requested.  (0-2 pts) | **/5** |
| Completeness \* Audio/Videos (5) Text in English (1) Text in Chinese (1) Pictures/graphics (1) Citations (2) | The poster includes all required elements as well as additional information, all links work properly. (10 pts) | All except1 of the required elements are included on the poster; or one link is not accessible. (7-9 pts) | More than 2 required elements were missing; more than one link is not accessible. (0-6 pts) | **/10** |
| Mechanics  Capitalization  Punctuation  Typo | Typing, capitalization and punctuation are correct throughout the poster and the letter in both languages (5 pts) | There are 1 - 3 errors in typing, capitalization or punctuation in both languages (4 pts) | There are more than 3 errors in typing, capitalization or punctuation in both languages (0-3 pts) | **/5** |
| Quality of  Audio & Video | Met the requirements on video and audio; showed extensive and extra efforts and creativity in video making. Audio/video files are easy to access. (15 pts) | Showed some efforts and skills in video making. Had minor issues in audio/video (length, sound mix, pictures, etc.) (8-14 points) | Length of the video is less than 1/2 min; lack of efforts in video making. Poor performance in audio/video. (2-7 points) | **/15** |
| Use of Class Time  Meet the deadlines | Used time well during the given class period(s). Focused on getting the project done. No delay in any progress check. (5 pts) | Used time well during given class period(s). Usually focused on getting the project done but occasionally distracted others. Had one or more than one time delay in the progress check. (1-4 pts) | Failed to use the given class time to focus on the project; or often distracted others. The final project was late for more than two days. (0 pt) | **/5** |

**Notes about Completeness:**

* Audio: verbally introduces your team members, and some background about your skit, including how your final version of the skit scripts was evolved, discussions, difficulties that you have encountered during the production, etc. For the convenience of the viewers, you should also include a navigation tour in your audio. The audio file should be at least 2 minutes long.
* Video: resembles to your live skit performance, but you can spice it up with some background music, captions or transition effects/animations between video clips. Be creative! Your final product can be uploaded to Youtube and then embedded to Glogster or upload to Glogster directly. Unlike pictures can be enlarged, the size of the video cannot be enlarged once you save it. Make sure that your video frame is large enough for visitors to view without going to the full screen.
* Text: includes three parts:

1. Hyperlink your skit script (the content should be in Chinese) (i.e. use Google Docs link) to a text, graphic or a picture.
2. A text box of Chinese dining customs (this should be in English) (You need to do some research on the textbook or online).
3. A few words to help viewers navigate your poster.

* Graphics: Although they are very eye-catchy, do not make the poster look too busy with too many spinning or shining animations.
* Pictures: Post at least two pictures of your group to depict your groups working process. Be fun! Remember all pictures can be enlarged to original size by clicking on it, so to save the room on your Glogster poster, minimize the size of your pictures to balance out the whole poster’s design.
* Citations: Be aware of copyright and fair use, cite the sources in a text box if you have borrowed any material from the textbook, notes, or online resources.